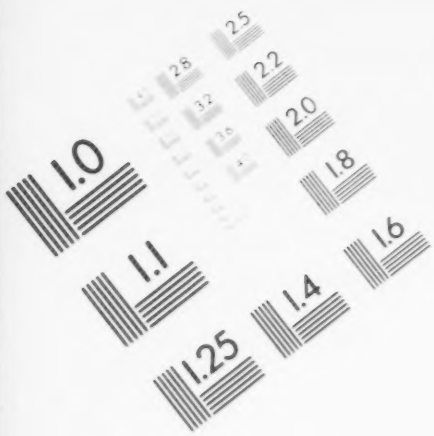


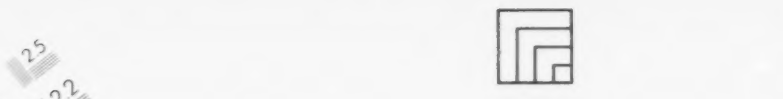


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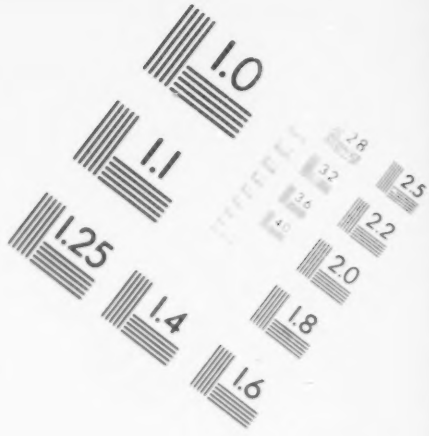

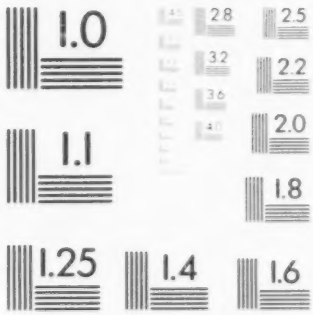


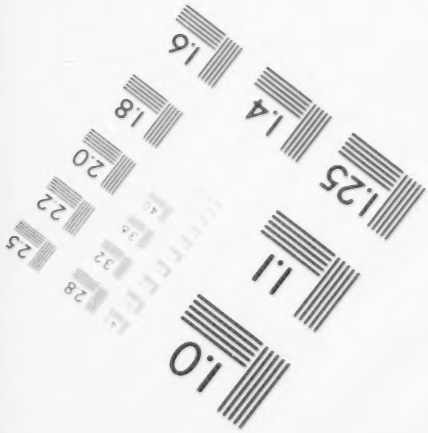


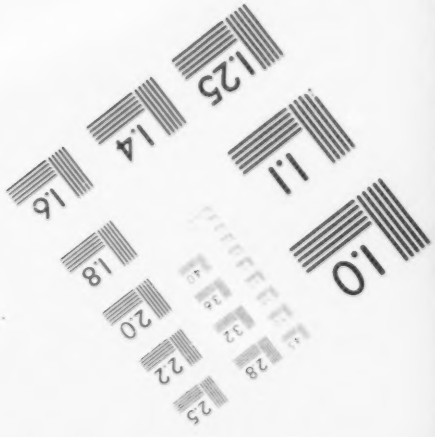


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ABSTRACT

Theater, the imagined and enacted world of human beings, is one of the primary ways children learn about life--about actions and consequences, about customs and beliefs, about others and themselves. Theater arts benefit the student because they cultivate the whole person, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. The content and the interrelatedness of the standards go a long way toward producing student understanding. But meeting the standards cannot and should not imply that every student will acquire a common set of artistic values. The standards provide a positive and substantive framework for those who teach young people why and how the arts are valuable to them as persons and as participants in a shared culture. The theater arts standards for Colorado schools are: (1) Students develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration; (2) Students understand and apply the creative process to fundamental skills of acting, playwriting, and directing; (3) Students understand and apply the creative process to skills of design and technical production; (4) Students understand and relate the role of theater arts to culture and history; (5) Students analyze and assess the characteristics, merits, and meanings of traditional and modern forms of dramatic expression; and (6) Students know and apply connections between theater and other disciplines. This booklet cites a rationale for each standard and describes what students should know and be able to do at kindergarten and grade 4, at grade 5 and grade 8, and at grade 9 and grade 12. (Contains a glossary and a standards matrix.) (NKA)

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# COLORADO MODEL CONTENT STANDARDS FOR THEATRE

*Voluntary Theatre Standards*

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# INTRODUCTION

**Colorado Model Content Standards**
**for**
**Theatre**

## Theatre Arts Are Important to Life and Learning

Theatre Arts are a universal force in the everyday - life of people around the world. This force connects each new generation to those who have gone before. Students need theatre arts to make these connections and to express the otherwise inexpressible.

Theatre, the imagined and enacted world of human beings, is one of the primary ways children learn about life--about actions and consequences, about customs and beliefs, about others and themselves. They learn through their own pretend play and from hours of viewing television and film.

Theatre arts benefit the student because they cultivate the whole person, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. If theatre arts education is to serve its proper function, each student must develop an understanding of such questions as these: What are the theatre arts? How do artists work and what tools do they use? How do traditional, popular, and classical art forms influence one another? Why are the theatre arts important to me and my society? As students seek the answers to these questions, they develop an understanding of the essence of each arts discipline, and of the knowledge and skills that enliven it. The content and the interrelatedness of the standards, especially, go a long way toward producing such understanding. But meeting the standards cannot and should not imply that every student will acquire a common set of artistic values. Ultimately, students are responsible for their own artistic standards. The standards provide a positive and substantive Framework for those who teach young people why and how the arts are valuable to them as persons and as participants in a shared culture.

The affirmations below describe the values that can inform what happens when the theatre standards, students and their teachers come together. These expectations draw connections among the arts, the lives of students, and the world at large:

- Theatre arts have both intrinsic and instrumental value; that is, they have worth in and of themselves and can also be used to achieve a multitude of purposes (e.g., to present issues and ideas, to teach or persuade, to entertain, to design, to plan, and to beautify).

- Students grow in their ability to comprehend their world when they learn theatre arts. As they create dances, music, theatrical productions, and visual works of art, they learn how to express themselves and how to communicate with others.

- Theatre arts are indispensable to freedom of inquiry and expression.
- Theatre arts play a valued role in creating cultures and building civilizations.

- Theatre arts have value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure.

- Lifelong participation in theatre arts is an essential part of a life fully lived and should be cultivated.

- Appreciating theatre arts means understanding the interactions among the various professions and roles involved in creating, performing, studying, teaching, presenting, and supporting the arts, and in appreciating their interdependent nature.

- Openness, respect for work, and contemplation when participating in theatre arts as an observer or audience member are personal attitudes that enhance enjoyment.

- Because theatre arts offer the continuing challenge of situations in which there is no standard or approved answer, those who study the arts become acquainted with many perspectives on the meaning of "artistic value."

- The modes of thinking and methods of theatre arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.

- Attributes such as self-discipline, the collaborative spirit, and perseverance, which are so necessary to the arts, transfer to the rest of life.

- Awakening to folk arts and their influence on other arts deepens respect for one's own and for others' communities.

- Each person has a responsibility for advancing civilization. The arts encourage taking this responsibility and providing skills and perspectives for doing so.

As students work at increasing their understanding of such promises and challenges presented by theatre arts, they are preparing to make their own contributions to the nation's storehouse of culture. The more students live up to these high expectations, the more empowered our citizenry will become. Indeed, helping students to meet these standards is among the best possible investments in the future of not only our children, but also of our country and civilization.

# Colorado Model Content Standards

## THEATRE

1. Students develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration.

2. Students understand and apply the creative process to fundamental skills of acting, playwriting, and directing.

3. Students understand and apply the creative process to skills of design and technical production.

4. Students understand and relate the role of theatre arts to culture and history.

5. Students analyze and assess the characteristics, merits, and meanings of traditional and modem forms of dramatic expression.

6. Students know and apply connections between theatre and other disciplines.

## Standard 1:

### Students develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration.

**RATONALE**

*The importance of teamwork and cooperation, so valued in the workplace, is integral to dramatic activity. The collaborative act of theatre fosters balance between individual integrity and social cooperation. Students therefore learn that the whole is worth more that the sum of its parts.*

*Kindergarten & Fourth students will:*

In grades K-4, what students know and are able to do includes

- accepting responsibilities and demonstrating respect for others in dramatic activities
- knowing how to participate effectively within the group
- demonstrating problem solving skills through group interaction
- sharing constructive opinions of the group activity

*Fifth & Eighth students will:*

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- understanding the balance between personal and group needs
- incorporating ideas to unify a group product
- communicating artistic choices, describing reasons, and offering alternatives to solve problems and to build consensus
- adapting the activity based on constructive criticism

*Ninth & Twelfth students will:*

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- understanding and organizing the interrelated responsibilities involved in theatre
- developing unified production concepts through research and collaboration among student directors, designers, and actors

- understanding and applying group concepts such as cooperation, consensus, building ensemble, and risk-taking to theatre and daily life

- evaluating constructively their own and others' collaborative efforts and artistic choices

## Standard 2:

### Students understand and apply the creative process to skills of story telling, playwriting, acting, and directing.

**RATIONALE:**

*Students need to know that their imagination and original ideas have intrinsic worth; the creative process used to develop their ideas is as important as the product. Further, students need opportunities to express their creativity and to explore themes that are important to them. Storytelling is the oldest art form and is common to all cultures. Dramatic play, role play, and improvisation are specific techniques which form the basis for acting, playwriting, and directing. The discipline of dramatic expression requires the development of vocal, physical, mental and emotional abilities to create believable characters. Through theatre participation, people develop skills in concentration, communication, problem solving and self-discipline.*

*Kindergarten & Fourth students will:*

In grades K-4, what students know and are able to do includes

- telling stories
- developing skills in rhythmic movement, pantomime, vocal exercises, story interpretation, and improvisation through guided dramatic play
- using role-playing to develop confidence and understand human behavior
- planning and recording improvisations based on personal experiences and imagination

*Fifth & Eighth students will:*

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- demonstrating the ability to interpret character analysis and apply stage directions
- demonstrating sensory recall, concentration, pantomime, and body alignment to develop believable character
- developing vocal skills of clarity, volume, and vocal variety through reading aloud and interpreting characters
- creating improvisations and scripted scenes based on personal experiences, heritage, imagination, literature, and history

*Ninth & Twelfth students will:*

As students in grades 9-12 extend their knowledge, what they know are able to do includes

- analyzing and interpreting the physical, emotional, intellectual, and social dimensions of characters
- using voice and movement for conscious communication of thought, feeling, and character with a specific audience
- comparing and demonstrating classical and contemporary acting styles and techniques
- using improvisation to interpret sub text of scripted materials and to create original scripts

## Standard 3:

### Students understand and apply the creative process to skills of design and technical production.

**RATIONALE**

*The design elements are used in theatrical production to communicate setting, mood, and character. Students' experience with materials, techniques, technology, and concepts helps them understand the creation of live performance and gives them confidence in their own sense of creativity. Understanding process, tools, and responsible use of materials promotes environmental and personal safety.*

*Kindergarten & Fourth students will:*

In grades K-A what students know and are able to do includes

- visualizing and designing environments by using space, color, line, shape, texture, and sound sources to communicate locale and mood
- assembling and using objects, light, fabrics, sound effects, masks, makeup to represent time and place, and to suggest character in playmaking activities

*Fifth & Eighth students will:*

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- analyzing dramatic text to suggest season, time, and period through setting, sound, properties, lighting, makeup, and costume
- assembling and using elements of technical theatre to represent time and place, establish character, enhance theme and mood, and create dramatic environments

*Ninth & Twelfth students will:*

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- analyzing, researching, selecting, and designing appropriate theatrical settings
- understanding and applying the functions of scenery, properties, lighting, sound, makeup, and costume
- organizing and performing technical responsibilities according to established theatrical practice, standards of safety, and environmental guidelines

## Standard 4:

### Students understand and relate the role of theatre arts to culture and history.

**RATIONALE**

*When students examine theatrical works of other people, places, and times, they understand the influence of theatre arts in creating cultures and building civilizations. Students will experience drama through history and history through drama. The exploration of theatre in history and culture teaches students to understand their own expression in relation to the expression of others.*

*Kindergarten & Fourth students will:*

In grades K-4, what students know and are able to do includes

- researching historical and cultural information to support classroom dramatization
- applying knowledge of historical and cultural events through the creation of dramatic activities

*Fifth & Eighth students will:*

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- examining and comparing characteristics of theatrical works from various cultures throughout history
- exploring historical and cultural concepts through dramatic activities

*Ninth & Twelfth students will:*

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- understanding and describing the functions, meanings, contributions, and significance of theatrical works within various cultures throughout history
- analyzing and applying knowledge of social, political, and dramatic aspects of various cultures throughout history in the development of theatrical productions
- researching, evaluating, and synthesizing cultural and historical information to support artistic choices

## Standard 5:

### Students analyze and assess the characteristics, merits, and meanings of traditional and modem forms of dramatic expression.

**RATIONALE**

*The study of theatre develops citizens who can make informed, critical, and creative judgments. Through thoughtful observation, perceptive analysis, and active participation, students acquire awareness and knowledge about communication through theatre. Students learn to respect the creative thinking, collaborative working, and various artistic expressions of others.*

*Kindergarten & Fourth students will:*

In grades K-A what students know and are able to do includes

- expressing impressions and observations related to dramatic activities and performance
- understanding the form of dramatic structure
- demonstrating responsible audience behavior

*Fifth & Eighth students will:*

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- understanding and using appropriate plot, theme, character, and spectacle
- identifying and analyzing dramatic elements of theatre
- expressing and comparing personal reactions to comedy, tragedy, and other dramatic forms
- using specified criteria to describe, analyze, and evaluate artistic choices in dramatic presentations

*Ninth & Twelfth students will:*

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- reading and analyzing dramatic literature in terms of structure, theme, character, imagery, symbolism, language, and style
- reflecting and revising collaborative contributions and artistic choices

- articulating, justifying, and applying personal criteria for critiquing dramatic texts and performances

## Standard 6:

### Students know and apply connections between theatre and other disciplines.

**RATIONALE**

*Theatre, which includes, film, television, and electronic media, provides essential unique opportunities to explore relationships. All content areas share many common ideas, themes, and terms. Skills developed in the theatre arts enrich learning in all content areas and require the synthesis of ideas and elements across disciplinary boundaries. At the same time, knowledge and skills in other disciplines deepen understanding of theatre.*

*Kindergarten & Fourth students will:*

In grades K-4, what students know and are able to do includes

- creating dramatic activities to understand other disciplines
- identifying relationships between theatre and other disciplines
- exploring technology to enhance dramatic activities

*Fifth & Eighth students will:*

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- explaining how theatre is interrelated with other disciplines
- demonstrating through dramatizations the interaction between theatre and other disciplines
- understanding and using technology to enhance classroom activities and dramatizations

*Ninth & Twelfth students will:*

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- combining knowledge and skills from other disciplines and from theatre in dramatic forms
- analyzing and explaining common themes among theatre and other disciplines
- synthesizing complex technologies to enhance theatrical productions

# GLOSSARY

## Colorado Model Content Standards For Theatre

**Action.** The core of a theatre piece; the sense of forward movement created by the sense of time and/or the physical and psychological motivations of characters.

**Artistic Choices.** Selections made about situations, action, direction, and design in order to convey meaning.

**Artistic Collaboration.** People working together to make artistic choices.

**Creative Drama.** The act of creating character, dialogue, action, and environment for the purpose of exploration, experimentation, and study in a setting where there is no formal audience observation except for that of fellow students and teachers.

**Design.** The conceptualization of the visual and aural properties of theatrical production.

**Drama.** A representation of life improvised in dramatic activities or portrayed on a stage by actors before an audience; a piece of writing intended for stage presentation; conflict, tension, emotional intensity.

**Dramatic Activities.** Such activities as pantomime, creative movement, improvisation, creative drama, storytelling, choral reading, story dramatization, dramatic play, story theatre, reader's theatre, role playing, and theatre games.

**Electronic Media.** Means of communication characterized by the use of technology, e.g., radio, computers, CD-ROM, virtual reality, telecommunications.

**Elements.** The concepts of plot, character, theme, dialog, music, spectacle, and style which, when taken together, comprise the theatrical experience.

**Ensemble.** The dynamic interaction of the many people involved in the dramatic activity in which the whole is more than the sum of its parts.

**Environment.** Physical surroundings that establish place, time, and atmosphere/mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

**Forms.** Comedy, tragedy, melodrama, farce, absurd, social drama, epic drama, guerrilla theatre, experimental theatre.

**Improvisation.** An intuitive and immediate response, rather than behavior, that is rehearsed. The spontaneous use of movement and speech to create a character or object in a particular situation.
**Production.** A general term referring to the staging of a dramatic activity.
**Production Concept.** A vision the director develops about the meaning and significance of play.

**Role:** The characteristic and expected social behavior of an individual in a given position (e.g., mother, and employer). Role portrayal is likely to be more predictable and one-dimensional than character portrayal.

**Script.** The written dialogue, description, and directions provided by the playwright.

**Spectacle.** Includes all visual elements of a production (scenery, properties, lighting, costumes, makeup, physical movement, and dance).

**Structure.** The terms, beginning, middle, and end as the progression of a situation.

**Subtext.** The emotional and motivational content of dialogue which is not verbalized, but is expressed through non-verbal means.

**Technical Production.** Activities such as scenery construction and painting, properties selection and construction, lighting control, sound reinforcement, costume construction, among other reinforcements that form the visual and aural properties of theatre.

**Technology.** (see Electronic Media)

**Tension.** The atmosphere created by unresolved, disquieting, or inharmonious situations that human beings feel compelled to address.

**Theatre.** The discipline and art form that culminates in a dramatic presentation by actors, designers, and technicians on a stage or in a planned environment for an audience of onlookers. The term can also refer to the building designed for formal theatre presentations.

**Theatre Games.** Structured improvisational activities having prescribed set of rules and expectations, frequently used for warm-up, motivation, and exploration of sub text.

**A Matrix for Integrating the Colorado Model Content Standards for Theatre With Specific Colorado Standards in other Subjects**

| | Reading/Writing | Mathematics | Science | History | Geography | Dance | Visual Art | Music | Foreign Language | Physical Education |
|---|---|---|---|---|---|---|---|---|---|---|
| **Standard 1** Students develop interpersonal skills and problem-Solving capabilities through group interaction and artistic collaboration. | #4 | #1,6 | #1,3 | | #4,5 | #3 | #3 | | | |
| **Standard 2** Students understand and apply the creative process to fundamental skills of acting, playwriting, and directing. | #1,4,6 | | #1 | | | #1,2 | #1,2,3 | #3 | #2,3,4 | #1,2 |
| **Standard 3** Students understand and apply the creative process to skills of design and technical production.. | #4 | #3,4,5 | #1 | | #1,6 | #6 | #1,2,3 | | | |
| **Standard 4** Students understand and releate the role of theatre arts to culture and history. | #6 | | #4,5 | #1,3,5, 6 | #6 | #4 | #4 | #5 | #5 | |
| **Standard 5** Students analyze and assess the characteristices, merits, and meanings of traditional and modern forms of dramatic expression. | #6 | | | | #4 | #2,3 | #5 | | #3 | |
| **Standard 6** Students know and apply connections between theatre and other disciplines. | #5 | #6 | #6 | #4 | #1,6 | #5,6 | | #6 | | #3 |